

Daily Activity
October 21, 2011: Henry Grady

Introduction:

The daily activities created for each of the *Today in Georgia History* segments are designed to meet the Georgia Performance Standards for Reading Across the Curriculum, and Grade Eight: Georgia Studies. For each date, educators can choose from three optional activities differentiated for various levels of student ability. Each activity focuses on engaging the student in context specific vocabulary and improving the student's ability to communicate about historical topics.

One suggestion is to use the *Today in Georgia History* video segments and daily activities as a "bell ringer" at the beginning of each class period. Using the same activity daily provides consistency and structure for the students and may help teachers utilize the first 15-20 minutes of class more effectively.

Optional Activities:

Level 1: Provide the students with the vocabulary list and have them use their textbook, a dictionary, or other teacher provided materials to define each term.

After watching the video have the students write a complete sentence for each of the vocabulary terms. Student created sentences should reflect the meaning of the word based on the context of the video segment. Have students share a sampling of sentences as a way to check for understanding.

Level 2: Provide the students with the vocabulary list for that day's segment before watching the video and have them guess the meaning of each word based on their previous knowledge. The teacher may choose to let the students work alone or in groups. After watching the video, have the students revise their definitions to better reflect the meaning of the words based on the context of the video. As a final step, have the students compare and contrast their definitions to their textbook, dictionary or other teacher provided materials definitions.

Level 3: Provide the students with the vocabulary list and have them use their textbook, a dictionary, or other teacher provided materials to define each term. After watching the video, have the students write a five sentence paragraph based on the provided writing prompts.

Vocabulary/Writing Prompts:

Vocabulary Terms

Synonym
Crusading
Investment
Diversified
White Supremacy
Urban
Promoted
Reconciliation
Untimely

Writing Prompts

1. Do you ever read the newspaper? Do you think you might read it if there were no television, internet, radio, or video games? In a five sentence paragraph explain how Henry Grady was able to promote his message of industrial growth in the “New South.”
2. During the video segment on Henry Grady did anything surprise you about Grady’s vision for the “New South.” What about his promotion of White Supremacy. In a five sentence paragraph explain what Henry Grady wanted the place of African-Americans to be in the “New South.”
3. Why do you think 25,000 people attended the unveiling of Henry Grady’s funeral? Based on your knowledge of the time-period, write a five sentence paragraph that explains why Henry Grady’s message was so popular.

Related Georgia Performance Standards:

Reading Across the Curriculum (Grades 6-12)

SSRC1 Students will enhance reading in all curriculum areas by:

- c. Building vocabulary knowledge
 - Demonstrate an understanding of contextual vocabulary in various subjects.
 - Use content vocabulary in writing and speaking.
 - Explore understanding of new words found in subject area texts.
- d. Establishing context
 - Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
 - Determine strategies for finding content and contextual meaning for unknown words.

Grade 8 Georgia Studies

SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.

- a. Evaluate the impact the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906

Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period.

- b. Analyze how rights were denied to African-Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence